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ABSTRACT

The development, implementation, and integration of a nontraditional adult degree program at Mary Baldwin College, a traditional liberal arts institution, is described. The adult degree program is designed for adult men and women who cannot attend classes in the traditional manner; it may involve independent study, courses at other accredited institutions, or correspondence study. In addition, students may prepare prior learning portfolios that describe and document knowledge gained through work, travel, or independent learning. After evaluation by faculty members, credit may be awarded for prior learning. The degree requirements for the program are consistent with the college curriculum. Attention is directed to: the sequence of events that led to program development and implementation; admissions procedure; advanced standing credit; advising; degree planning; learning options; learning contracts; and tuition and financial aid. Appended materials include: information on a liberal education seminar; prior learning credit guidelines; degree requirements; roles and qualifications of adult degree program academic counselors; sample forms for the degree plan, a transcript, and learning contract; information on off-campus tutoring and learning contracts; tuition and fee charges; and a bibliography. (SW)

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MARY BALDWIN COLLEGE
STAUNTON, VIRGINIA 24401

ED225502

ADULT DEGREE PROGRAM

DESIGN AND IMPLEMENTATION

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Mary Baldwin College

Adult Degree Program

Design and Implementation

1981

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PREFACE

This publication is supported by the Fund for the Improvement of Postsecondary Education as part of an effort to disseminate information about Mary Baldwin College's Adult Degree Program design. Its purpose is to share one institution's experience designing and implementing a non-traditional program for adults with other institutions considering the development of similar programs. We do not intend to suggest that our model is the only possible design; rather, we hope that it can serve as an impetus for further investigation and provide a framework for making adaptations and adjustments appropriate to individual institutions.

The booklet contains four sections. The first is a brief history of the development of the Adult Degree Program; it outlines the sequence of events which led to the approval, implementation and integration of a non-traditional program at a traditional liberal arts institution. The second section presents a description of the components and processes of the program. It is an effort to show how these elements relate to each other and to the institution. In the third section we offer examples of program policies, procedures, and documents to provide more specific detail. Finally, in the fourth section we include a collection of references from the literature dealing with adult and non-traditional education.

We hope that you find this publication useful in the development of flexible, individualized programs for adult learners. We believe that the introduction of such programs requires a real commitment on the part of an institution to be aware of the needs of the adult learner/consumer. As adults return to education, they seek more than the accumulation of knowledge or technical training. They are quite often in positions of transition in their lives and are looking toward developing new meaning for themselves. Well-designed programs could assist them in this search and provide a new and exciting constituency for the college campus.

Institutions interested in additional information may contact the Adult Degree Program Dissemination Project Director at Mary Baldwin College. Limited funds are available through June 30, 1982 for further dissemination efforts. These may include written materials, telephone consultation, and campus visits.

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ADULT DEGREE PROGRAM

CASE HISTORY

ADULT DEGREE PROGRAM
CASE HISTORY

In the Fall of 1976 the new president of Mary Baldwin College, Virginia L. Lester, was formulating plans to "turn around" an institution faced with the problems troubling many small liberal arts colleges in the seventies. One of the president's initial proposals was to put in place a non-traditional degree program for adults which would operate as an integrated part of the total institution. Dr. Lester was experienced in the field of higher education for adults; she had served as associate dean at Empire State College, a totally non-traditional, non-residential institution, and she had been instrumental in the development of the University Without Walls Program at Skidmore College. She felt that a similar program at Mary Baldwin would provide adults with greater access to higher education, would bolster college enrollments, and would expose the institution to an innovative perspective on learning.

Together the president and the dean of the college selected a faculty committee to study the feasibility of developing an adult degree program at Mary Baldwin College. The president described to this committee her philosophy of adult education, the special needs of adult learners, and the barriers that adults wishing to continue their education usually encountered. She then offered a general overview of the Empire State College model as the starting point for continued study by the committee.

The committee members shared the task of reviewing existing adult programs across the country, and out of these investigations they established some workable guidelines for a program suited to Mary Baldwin College. They decided to present a rationale and general description of the program to the faculty for approval and leave the specific strategies for development and implementation to the individual selected as program director. The basic elements of Mary Baldwin's Adult Degree Program as proposed by the committee were:

1. The program would be available to men and women who had earned a high school diploma or its equivalent
2. Mechanisms for assessing prior learning credit would be established
3. Learning would be organized and documented through a learning contract system
4. Students could utilize both on and off campus resources
5. Mary Baldwin faculty would work closely with the program as advisors and tutors
6. The degree requirements would be consistent with the Mary Baldwin curriculum.

To help support the development and implementation of a non-traditional degree program for adults, the college requested outside funding from the Fund for the Improvement of Postsecondary Education (FIPSE). The proposal was accepted and the program was funded for a three-year period, after which time it would be financially self-supporting.

In January of 1977, while funding was still pending, the committee presented the Adult Degree Program proposal to the faculty and received approval. The president then took the proposal to the Board of Trustees which added its support.

Shortly after the program received faculty and trustee approval, the committee began the search for a director. A national search was conducted in hopes of finding someone with administrative experience in non-traditional education; however, the position was eventually offered to an Adult Degree Program committee member who had served on the Mary Baldwin Faculty for five years, and was familiar with the institution and its faculty. It was felt that this individual's knowledge of the college in combination with the president's experience and expertise in the area of non-traditional adult education would combine to insure the acceptance and implementation of an innovative program within a traditional institution.

Throughout the winter of 1977 the new director continued to meet with the committee to further study and refine program guidelines. Early in the spring the director went to Empire State College and Skidmore College for a two week internship. This experience was extremely important to the development of Mary Baldwin's Adult Degree Program. It gave the director the opportunity to observe successful programs in operation. She met with administrators, faculty mentors, staff development people, and students, and attended mentor workshops and tutoring sessions. She was able to make valuable comparisons between a large non-traditional institution and a smaller non-traditional program within a liberal arts college, and to formulate adaptations in program design appropriate to Mary Baldwin.

With the guidelines established and the groundwork layed, the director spent the summer of 1977 dealing with

the major tasks of formalizing program procedures, establishing lines of communication and cooperating within the institution, and preparing for students.

A handbook describing the policies and procedures of the program was written explaining transfer credit policies, prior learning credit and credit by examination procedures, and learning contract and degree plan guidelines. The necessary forms were devised and the channels for processing these forms were established.

Procedures for integrating the Adult Degree Program into the other administrative offices of the college were ironed out. Arrangements for transcripting learning contracts were made with the registrar, the tuition and fee structure and billing procedures were established with the business office, and financial aid opportunities and procedures were discussed with the financial aid officer.

Because it was recognized from the beginning that the cooperation of the faculty was the crucial variable in the success of the Adult Degree Program, the strategy for enlisting their support was to share information about the program and adult learning on an individual basis. In the early stages there were no formal faculty development activities or presentations; rather, faculty were consulted individually to discuss the adaptation of traditional models of teaching and learning to adult needs. This approach was appropriate because Mary Baldwin is a small institution and because initially only a portion of the faculty were directly involved with the program. Later, as the program grew and more faculty became involved with adult students, on-campus workshops conducted by outside consultants on such topics as contract writing, assessment of prior learning, and advising were held. By that time there already existed a core of faculty supporters, and these activities were perceived as necessary to strengthen areas of weakness.

As the guidelines and procedures were being formulated and working relationships with administrators and faculty were developing, the director was also planning for the first group of students. Initially recruitment efforts were limited to information sessions and newspaper announcements. An application and admissions procedure was implemented. The director interviewed applicants and made the necessary arrangements with faculty to serve as advisors to these students.

In August of 1977 the first class of eight women enrolled in the Adult Degree Program. They brought with them the fears and anxieties of the returning student as well as the apprehensions associated with being the first students in a new program. The realization that they were breaking new ground was evident. The faculty support for these students was outstanding. Working closely with the director, students and faculty advisors planned individualized learning contracts, organized programs of study, and began the process of learning. As students and faculty worked together the enthusiasm grew, and the program gained momentum and support as it moved forward.

Of course, not all faculty supported the program—some were skeptical, a few openly disapproving. However, the director worked enthusiastically with those who supported the program and attempted to convert those who were neutral or negative, and in most cases her efforts met with success. During the time the program has been in operation approximately ninety percent of the faculty has become involved with Adult Degree Program students in either an advising or teaching capacity.

The plan for program growth was based on projected student enrollment. Each year an academic counselor was added to the staff to advise approximately forty students. Currently in its fourth year, the Adult Degree Program has a staff of a director and three fulltime academic counselors to serve a projected enrollment of 140 students.

During this period of expansion, the program was modified, refined, and continually evaluated by the Adult Degree Program staff and Mary Baldwin faculty. A required external evaluation was conducted by the Southern Association of Colleges and Schools which reviewed and approved the program.

Because of the success of Mary Baldwin's Adult Degree Program and the extent to which this non-traditional component has been integrated into a traditional institution, the Fund for the Improvement of the Postsecondary Education (FIPSE) has funded a dissemination project which will enable the Adult Degree Program staff to assist other institutions in the process of planning and implementing similar programs for adults.

ADULT DEGREE PROGRAM

OVERVIEW & PROCESSES

ADULT DEGREE PROGRAM
OVERVIEW

The Adult Degree Program is designed for adult men and women who, because of family and work responsibilities, are unable to attend college classes in the traditional manner. The purpose of the program is to make available to these students the same high quality liberal arts education upon which Mary Baldwin's reputation is founded. Adult Degree Program students must meet the same graduation requirements as any other Mary Baldwin student; however, they may choose from among a number of learning options which allow for greater flexibility in program planning and scheduling. Students may take courses at Mary Baldwin or at other accredited institutions; they may engage in independent study under the supervision of Mary Baldwin faculty or approved off-campus tutors; or they may enroll in accredited, approved correspondence courses. Each student works closely with an academic counselor, who is a member of the Mary Baldwin faculty, to design a program and select learning options which meet both the student's educational needs and institutional requirements.

Recognizing that adults often possess knowledge that is appropriate for academic credit, the Adult Degree Program includes a mechanism for validating that knowledge. Students may prepare prior learning portfolios which describe and document knowledge gained through work, travel or independent learning. These portfolios are then evaluated by Mary Baldwin faculty members and credit may be awarded.

When the Adult Degree Program began operation in August of 1977, it served eight students. Since that time The Program has served over one hundred and eighty students without any concerted recruitment effort. Of its fifty-five graduates, eight have gone on directly to graduate programs and many have received promotions or have expanded their career options. The attrition rate has been very low (6%), which reflects both the high level of motivation characteristic of adult students and the ability of the Adult Degree Program to meet the educational needs of adults.

Over the past three years, the Adult Degree Program has received financial support from a number of sources other than FIPSE. Private donations amounting to $5000 assisted in the initial planning stages of the program, the Shell Foundation has provided a total of $4,500 in scholarship money for women interested in entering business or technical careers, and the International Paper Company has awarded $10,000 to encourage black women to enter and succeed in the Adult Degree Program.

The Adult Degree Program was reviewed by a committee of the Southern Association of Colleges and Schools and has received the approval of that accrediting agency. The visiting committee members were particularly impressed by the degree to which the program has been integrated into the total college community. Approximately 90% of the current faculty members have worked with Adult Degree Program students in independent study tutorials, as academic counselors, or as evaluators of prior learning credit portfolios. Faculty members seem to enjoy the challenge of working with adult students and have adapted their teaching techniques and styles to the needs of a more diverse student body. Members of the faculty who have had Adult Degree Program students in their classes have welcomed the added dimension and different perspectives that older students bring to the learning environment.

In a recent publication entitled **Adult Baccalaureate Programs**, Eldred and Marienau conclude that:

> The major institutional issue that must receive attention is that of granting adult baccalaureate degree programs status equal to that of more traditional programs. The research literature indicates that adult degree programs at most institutions remain on the periphery of institutional priorities.

At Mary Baldwin this issue has been resolved. The Adult Degree Program, because it adheres to the same expectations and high standards traditionally associated with Mary Baldwin, has maintained the support of the college community, the approval of the Southern Association of Colleges and Schools, and, most importantly, the respect of its students.

Adult Degree Program Process

Phase I — (3 Weeks)
Application/Admission

Contact the ADP Office or attend Information Session for brochure and application.

- Send completed application with fee and goal statement to ADP at MBC.
- Have 2 letters of recommendation sent to ADP at MBC.
- Have transcripts of all post-secondary work sent to ADP at MBC.
- If you want financial aid or an educational loan, contact the MBC Financial Aid Office for assistance.

Phase II — (3 Weeks)
Planning/Enrollment

Once you have received an acceptance letter, tentatively decide on an Orientation date and arrange a pre-orientation interview with an ADP staff member for planning.

Select a date to enter ADP and give written confirmation to the ADP Office at least 3 weeks prior to the date of the Orientation.

Phase III
Learning/Program Development

Attend a one day Orientation Session on campus. At this meeting you will pay tuition and consult with faculty and staff.

Develop your degree plan.

- Prepare Prior Learning Credit Portfolios.
- Engage in independent studies.
- Take CLEP or college equivalency exams.
- Enroll in courses at MBC.
- Enroll in courses at other institutions.

Receive approval of degree plan.

Phase IV
Conclusion

Plan and carry out your senior project requirement.

Graduation

ADMISSIONS PROCEDURE

The admissions policies and procedures for the Adult Degree Program are designed to avoid unnecessary or inappropriate requirements which might discourage adults from taking the first step toward returning to school. To be eligible for admission an applicant must be twenty-one years of age or older and must have earned a high school diploma or its equivalent. While not a requirement, it is strongly recommended that an applicant have some previous college experience before entering the program. To be accepted into the Adult Degree Program an individual must complete the application process by submitting a formal application, official transcripts from colleges or universities previously attended, two letters of recommendation, and a written goal statement. Once these materials are submitted, an evaluation of transfer credit is made, using criteria for acceptability that are consistent with general college policies. If there is any indication in an applicant's file that he or she is not adequately prepared for college-level work, or is unclear about the requirements of the program, an interview is requested.

Students may apply to the program at any time during the year, and, after being accepted, they may choose to enroll at any one of five orientation/enrollment sessions throughout the academic year which are held in September, October, January, March and May. However, before enrolling, students are asked to arrange for an interview with an academic counselor. This interview is a final check to confirm that the student understands the expectations of the college and the program and that the college and the program can meet the student's expectations. It also provides an opportunity for the first step in degree program planning.

The final step in the admissions process is orientation. When students enroll in the program they must attend a day-long orientation session. At this time they are welcomed to the college, interact with other entering students, receive detailed information about program policies and procedures, participate in a learning contract workshop, and have the opportunity to meet with their academic counselors and other college faculty. Entering students may also choose to become involved in a semester-long learning activity conducted by Adult Degree Program faculty designed to explore the meaning of a liberal arts education and issues of individual development (see Appendix A).

The Adult Degree Program admissions process, from recruitment to orientation and enrollment, is handled almost completely through the Adult Degree Program office. The entire staff is involved in disseminating information about the program to prospective students by conducting information sessions, contacting professional organizations, businesses, etc., making presentations, and answering inquiries. The director and the academic counselors interview applicants and conduct pre-enrollment interviews with accepted students. Applicants who need to incorporate financial aid planning into the admissions process work with Adult Degree Program staff and the college financial aid officer.

ADVANCED STANDING CREDIT

Advanced standing credit refers to all credit awarded for college-level knowledge acquired prior to entering the Adult Degree Program. In addition to acceptable transfer credit from accredited college and universities, advanced standing credit consists of credit by examination, credit for prior learning, and credit for some professional medical training and registry. At the time of acceptance into the program, students are informed of the amount of transfer credit they have received for previous college work and for medical training; examinations for credit and prior learning credit evaluations take place after enrollment. Students can apply no more than the equivalent of three years of advanced standing credit toward graduation. At least one year of credit must be acquired after entering the college under the auspices of the Adult Degree Program.

Credit by Examination

Students may take the general examinations (English Composition, Arts and Humanities, Social Sciences, Mathematics, and Natural Sciences) and appropriate subject examinations prepared by the College Level Examination Program (CLEP). If they score at or above the 50th percentile level which has been established as acceptable by the college, they receive credit. Students may also earn credit by passing subject examinations prepared by Mary Baldwin College faculty.

Prior Learning Credit

Recognizing that many adults have gained college-level knowledge in non-collegiate settings—through work

travel, reading, community service, and other educational experiences—the Adult Degree Program provides a mechanism for validating that knowledge.

To earn credit for prior learning, students must develop and present for evaluation portfolios describing, analyzing, and documenting the college-level knowledge they believe they have acquired. Students are responsible for organizing that knowledge by disciplines and presenting evidence of learning in a format that can be assessed by an objective evaluator. Students are assisted in the process of portfolio preparation by written guidelines (see Appendix B), prior learning credit workshops, and their academic counselors.

Once the portfolios are developed by the students, they are reviewed by the Adult Degree Program Director and then sent to appropriate Mary Baldwin faculty for evaluation in a manner consistent with CAEL's **Principles of Good Practice**. Each portfolio is evaluated by at least two faculty members, who provide a narrative evaluation and make a credit award.

Credit for Medical Training and Registry

Based on the recommendations of the Mary Baldwin science faculty, the Adult Degree Program awards advanced standing credit for certain professional medical training programs and national registry or state license. Registered nurses, for example, receive the equivalent of two years of credit. Other medical training program transcripts are evaluated on an individual basis.

ADVISING

The process of advising is the central component of the Adult Degree Program. Each student works very closely with his or her academic counselor from the point of the pre-enrollment interview on through to graduation. The primary responsibility of an academic counselor is to assist students in understanding and implementing program procedures, in defining their educational and career goals, and in designing a course of study which meets the students' goals and fulfills institutional requirements. An academic counselor also serves in a quality control capacity, making sure that the learning experiences in which students become involved are academically sound and consistent with the standards of the college.

Academic counselors with the Adult Degree Program have faculty rank and handle an advising load of 35-40 students. As with other faculty, they also carry out a variety of administrative, committee, and recruiting duties. In addition, academic counselors may choose to serve as tutors for independent study with Adult Degree Program students in their disciplines, or they may be asked to teach a course in Mary Baldwin's traditional program (see Appendix C).

When the Adult Degree Program began, academic advising was done by faculty already at Mary Baldwin College. As the program grew, full-time Adult Degree Program faculty were hired for this purpose. Either approach to providing this necessary component is workable and has its advantages. However, it is extremely important that the individual providing the advising—whether he or she be a faculty member doing it as an overload or for release time, or a full-time academic counselor—be aware of the characteristics of adult learners, be sensitive to issues of adult development, and be supportive of students trying to balance academic demands with those of work and family.

The next three sections, dealing with degree planning, learning options, and learning contracts, will provide more detail about the responsibilities of the academic counselor.

DEGREE PLANNING

Degree planning is the process through which Adult Degree Program students design individualized programs of study which meet their educational needs and the institution's graduation requirements. Together students and their academic counselors examine advanced standing credit by reviewing transfer credit and identifying possible areas for prior learning credit and credit by examination. With the help of their academic counselors, students formulate their educational goals which reflect academic, personal, and career interests. They then proceed to develop a plan of study.

The combination of credit for knowledge gained before entry into the program and credit earned after

enrolling in the program must satisfy Mary Baldwin's requirements for breadth across the traditional liberal arts and sciences and depth in a major area of concentration (see Appendix D). Throughout the degree planning process these requirements are the parameters within which the students and academic counselors operate.

In selecting a major, students may choose one of the traditional disciplinary majors offered by the college, or they may design an independent or interdisciplinary major. In either case, they must fulfill the requirements of the major, including the successful completion of a final project under the direction of a Mary Baldwin College faculty member.

The degree planning process, which usually begins at the pre-enrollment interview, culminates in the development of a formal document—the degree plan— which is presented to a faculty committee for review and approval (see Appendix E).

LEARNING OPTIONS

After entering the Adult Degree Program students must complete at least one year of study under the auspices of the program. They may work toward their degree by utilizing a variety of learning options, including formal course work, independent study, and correspondence study. The selection of appropriate learning options is made by the student in consultation with the academic counselor.

Adult Degree Program students may enroll in credit-bearing classes offered by Mary Baldwin College or any other fully accredited postsecondary institution. They may engage in independent study which involves working in a tutorial arrangement with an expert in the designated subject area. Under this arrangement a student meets with a tutor for individualized or small group teaching/learning sessions. The tutor supervises a student's progress and evaluates his or her work. The amount of contact between a student and a tutor depends on the nature and level of the subject matter as well as on the background and learning style of the student.

The subject of an independent study tutorial does not necessarily have to mirror a course offering at Mary Baldwin or any other institution. The student and tutor have the freedom to design an independent study which reflects the academic needs and interests of the student as well as the special areas of expertise of the tutor.

Adult Degree Program students may undertake independent study tutorials with any member of the Mary Baldwin faculty or with any approved off-campus tutor. Off-campus tutors are approved by the director on the basis of guidelines established by the dean of the college and the Adult Degree Program Committee (see Appendix F). After receiving verification of the highest degree earned by the off-campus tutor applicant, the director issues a letter indicating the specific subject areas for which the individual is approved and adds the tutor's name to a file of off-campus resources. The tutor also receives a handbook giving detailed information about conducting and evaluating independent study.

Upon completion of an independent study tutorial with an Adult Degree Program student, the off-campus tutor submits a narrative evaluation and grade recommendation to the student's academic counselor for review, approval, and recording.

A third learning option available to Adult Degree Program students is correspondence course work offered by approved, accredited, postsecondary institutions. Before selecting the correspondence study option, the student and academic counselor should be certain that this method of study is appropriate for the subject matter and the student.

Students may design a plan of study which incorporates the full range of learning options, or they may find that one or two of these methods of study best suit their own particular needs, circumstances, and learning style.

LEARNING CONTRACTS

The learning contract is a very important part of the Adult Degree Program. It serves as the organizing mechanism for the program generally as well as for each student's individual educational program. Students must write a learning contract for each learning experience they undertake whether it be course work or independent study. (The only exception occurs when students take on-campus Mary Baldwin courses. In this situation the course description is available in the college catalogue and the recording process is already in place.)

A contract specifies learning objectives, methods of study, resources to be used, and evaluation criteria (see Appendix G). When a contract is written for course work, it is essentially a reflection of the course content and requirements; however, when a contract is written for an independent study/tutorial, the student can become a more active participant in determining objectives, selecting methods of study and resources, and in choosing appropriate evaluation criteria.

After a learning contract is written and before study begins, it must be signed by the student, the tutor (in the case of independent study), and the academic counselor. By signing, the academic counselor is approving the learning contract as appropriate academic study for Mary Baldwin credit.

Learning contracts for course work are evaluated by the academic counselor when a grade report from the sponsoring institution is received. Evaluation of learning contracts for independent study with Mary Baldwin faculty is complete when the tutor submits a narrative evaluation and grade. When an off-campus tutor is involved, he or she must submit a narrative evaluation and grade recommendation which is then reviewed and approved by the academic counselor.

Learning contracts may be written for varying amounts of credit and may extend over varying lengths of time. Credit is determined on the basis of content covered and learning outcomes, not on the basis of contact time with the tutor. For example, one student may concentrate on one learning contract every six weeks while another may work on three contracts over a four-month period. Contracts may be written and completed any time during the year; however, grades are officially recorded only at the end of each academic term. The transcripting process is managed by the Registrar's office (see Appendix E).

The learning contracts undertaken and completed by Adult Degree Program students become part of their official records and the documentation of their progress in the program. Taken together the contracts constitute individualized catalogues of course descriptions.

TUITION AND FINANCIAL AID

The tuition structure for the Adult Degree Program is based on a twelve month cycle. Students pay an annual tuition to cover costs of enrollment, academic advising, and college services. They also pay for each learning experience in which they become involved. If they enroll in course work at Mary Baldwin or any other college or university, they pay the necessary tuition to the sponsoring institution. If they engage in independent study they pay the individual with whom they work a tutorial fee. These payments are channeled through the college business office. In the case of prior learning credit, an evaluation fee is required with the presentation of each portfolio. The total cost of the program will vary for each student depending on the number and type of learning experiences completed (see Appendix H).

Federal and state financial aid programs are available to adult students who meet eligibility requirements. Many aid programs are geared to the traditional semester or quarter system; therefore some of the flexibility provided by the Adult Degree Program design is limited when certain forms of aid are considered. While the Adult Degree Program allows flexible scheduling for the completion of learning experiences, some aid programs require that a certain amount of credit be completed within a specified time frame such as a semester. Students receiving these forms of financial aid must conform more closely to the traditional academic calendar. However, they may still take advantage of the full range of learning options.

ADULT DEGREE PROGRAM

APPENDIX

APPENDIX A

LIBERAL EDUCATION SEMINAR

This is a learning experience designed specifically with the adult student in mind. The course has three major components, and it will involve discussion, lectures, readings, as well as a variety of other, less traditional learning methods.

After initially examining education in its broadest sense, we then turn to focus specifically on liberal education from both an historical perspective and a contemporary problematic outlook. Students are introduced to the major disciplines of study: The Arts and Humanities; The Social Sciences and Historical Studies; and The Natural and Theoretical Sciences. Mary Baldwin faculty representing these areas of study will participate. The fundamental differences among these disciplines' contents and methods are studied as well as their relationship to interdisciplinary investigation, professional training, and experiential learning.

The search for a personal meaning and relevancy to liberal education is a second important aspect of this course. The bonds linking individual transition and change, self-concept, and personal values with a liberal arts course of study will be considered in the supportive environment of fellow adult students dealing with similar issues.

The third component provides experience with a variety of study skills including such areas as reading effectiveness, note-making, time management, and library usage. Throughout this experience students will be actively encouraged and assisted in the important task of applying the knowledge and skills gained to their own education within the Adult Degree Program structure.

This learning experience will be particularly valuable to students just entering the Adult Degree Program and to those who are interested in exploring the relationship between liberal education and their personal growth and development.

The course will carry 1.0 course unit of interdisciplinary (Div. V) credit.

APPENDIX B

PRIOR LEARNING CREDIT GUIDELINES

The following excerpts from the Prior Learning Credit Handbook indicate general guidelines and procedures for portfolio development.

General Guidelines for Identifying Creditable Learning

This set of guidelines is designed to assist the student in preparation of the portfolio requesting academic credit for prior learning. Additional assistance may be obtained from the student's academic counselor and the Adult Degree Program Office.

The learning should be equivalent to college-level work in terms of quality. You may demonstrate this in one or more of the following ways:

1. by relating your learning to subject areas traditionally taught in colleges;
2. by indicating that what you have learned is at a level of achievement equal to what is normally taught in college;
3. by comparing your learning with groups who have completed college-level work;
4. by relating your learning to a personal goal that might require college-level learning;
5. by identifying your learning as that normally acquired after one reaches adulthood;
6. by identifying your learning as that normally acquired after high school and expected for professional acceptance.

The learning should have general applicability outside of the specific situation in which it was acquired. For example, you may have learned the specific procedures for processing personnel applications at one company. If you also learned principles and techniques that would apply at several other companies, then you might expect to receive college credit or recognition.

The learning should include both a theoretical and practical understanding of a subject area. Even though you may not have applied the knowledge you possess in a practical situation, you should be aware of how it might be applied. If you have learned how to do something, you should understand why you are able to do what you do. You should not expect to receive college credit or recognition for mere application of a manual skill or a narrowly prescribed routine or procedure.

The learning should be evaluated by an expert. You should be able to describe precisely what you know and can do and what appropriate attitudes you have developed as a result of your experiences and be able to demonstrate to an expert in the field that you currently possess the learning that you have claimed. Such an expert should be able to objectively measure and evaluate the learning that has occurred.

You may be required to demonstrate that there is some relationship between what you have learned and your proposed program of study at the college or university in which you have elected to enroll. You may be asked to demonstrate an ability to integrate "old" learning with proposed "new" learning.

Taken from: Forrest, A. **Assessing Prior Learning — A CAEL Student Guide.** Princeton, N.J.: CAEL — Educational Testing Service.

STAGES OF PORTFOLIO DEVELOPMENT AND EVALUATION

Student

- Application, admission and enrollment in Adult Degree Program at Mary Baldwin College
- Develop tentative degree plan with academic counselor
- Determine appropriateness of preparing a portfolio for academic credit to be applied toward the degree plan
- Attend required prior learning credit workshop (3 hour workshop held once each semester)
- Prepare prior learning credit portfolio
- Submit 3 copies of portfolio and fee to cover evaluation to Adult Degree Program Office

Adult Degree Program/Mary Baldwin College

- Adult Degree Program will send portfolio to appropriate faculty members for evaluation
- Faculty members read and evaluate portfolio, and if necessary, call student in for interview/evaluation/additional information, etc.
- Faculty member forwards portfolio and credit award statement for approval
- Adult Degree Program:
  a. Notifies student
  b. Records credit in Registrar's Office
  c. Approves payment of evaluation fee to faculty evaluator

Student/Academic Counselor

- Include all prior learning credit on degree plan for Adult Degree Program Committee approval. Please use correct titles and course numbers.

PRIOR LEARNING CREDIT QUESTIONS

A. Who may seek credit for prior learning?

Any Adult Degree Program student fully enrolled in the Mary Baldwin College Adult Degree Program.

B. How much credit can be obtained through the prior learning credit process?

The Adult Degree Program requires that a student must take at least nine (9) course units of credit after enrollment in Adult Degree Program/Mary Baldwin College. The other 27 course units required for graduation may be a combination of:

1. transfer credits from other colleges
2. credit by examination
3. credit for prior learning

The absolute maximum credit is 27 course units; however, the student and the academic counselor will plan how much prior learning credit will be appropriate for each individual's degree plan.

C. How will prior learning credit be awarded?

Upon the completion of the portfolio, the student will submit the portfolio to the Adult Degree Program Office at which time the portfolio will be sent to the appropriate faculty committee. The faculty committee will determine whether or not or how much credit should be awarded for the portfolio. When the portfolio has been returned to the Adult Degree Program Office the award notification will be sent to the student and to the Registrar's Office for recording on the student's transcript as Advanced Standing-Prior Learning Credit.

D. Who is the person responsible for awarding credit in the prior learning application procedure?

The faculty members of Mary Baldwin College who are considered experts in the discipline in which the credit is requested.

E. May a student apply credit obtained through prior learning evaluation toward a major?

Only if it is appropriate for the student's individual degree plan and if it meets the approval of the discipline involved.

F. How many portfolios are required?

The student will submit a **separate portfolio for each discipline** in which credit is requested.

G. Will the evaluator call the student for an interview, or will he/she request additional material?

The evaluator will probably request an interview to discuss and evaluate the portfolio and he/she may request additional information.

H. What number is used to designate the level for prior learning credit recording?

The number will be 198 for introductory, 298 for intermediate, and 398 for advanced level experiences.

I. Does the student have the right to appeal a faculty committee credit award decision?

The student may appeal a credit award decision using the following procedure:

1. Confer with the academic counselor to determine if appeal is warranted.
2. Notify the Adult Degree Program Director **within 2 weeks** if intent is to appeal the faculty committee's credit award decision and re-submit portfolio.
3. Attach a statement listing the reasons for the appeal.

The Adult Degree Program Director will appoint a new committee for review of the portfolio and credit award decision. The student will be notified of the new committee's decision.

APPENDIX C

MARY BALDWIN COLLEGE DEGREE REQUIREMENTS

The basic degree requirement for a bachelor of arts degree at Mary Baldwin College is that students complete at least 36 course units* of credit that incorporate a balance of breadth in the liberal arts and depth in a major area of study. The curriculum is designed to meet individual needs and interests by providing flexibility, choice, and the opportunity for independent work. There are no required general educational courses, and students are encouraged to assume responsibility for planning their program of study. Traditional majors are offered in most subjects, and independent majors combining two or more subjects or encompassing an area of study may be designed.

The fields of knowledge which comprise the liberal arts curriculum at Mary Baldwin are organized into five coherent integrated divisions.

I. Arts and Humanities
II. Social Science and Historical Studies
III. Natural and Theoretical Sciences
IV. Professional Training and Experiential Learning
V. Interdisciplinary Studies

Specific Degree Requirements

1. The completion of 36 course units. These must include courses from each of Divisions I, II, and III. No less than 25 of the 36 course units may be from Divisions I, II, III and V. No more than 2 course units may be in Physical Education.
2. The earning of a minimum cumulative grade point average of 1.00 on a 3.00 scale.
3. The completion of a concentrated program of study, or major, which shall consist of at least 9 course units.
4. The successful completion of the senior academic requirements, under the direction of the Mary Baldwin College faculty, in the major area which shall consist of the following:
   a. write and defend a thesis or complete a project, study, or experiment;
   b. take a comprehensive examination in the field;
   c. participate in a special course/seminar designed to make the student synthesize and draw conclusions from the various methods and materials of the field;
   d. prepare and direct, with the aid of a faculty member, a 100 or 200 level course in the field.

*1 course unit is equal to 3.5 semester hours or 5.5 quarter hours

APPENDIX D

ADULT DEGREE PROGRAM ACADEMIC COUNSELOR

Contract: Eleven month contract – one month unpaid vacation

Faculty Rank: Dependent on experience and academic qualifications, determined by dean of the college; position considered full time faculty position with the rights and privileges of the teaching faculty at Mary Baldwin College

Teaching:	May teach course in discipline as negotiated with dean and Adult Degree Program director after first year of employment
Salary:	Dependent upon experience, determined by dean of the college
Advising Load:	35-40 students per year
Supervision:	Reports to director of Adult Degree Program
Responsibilities:	Defined as they relate to the college, the program and the student
College:	Fulfill role function within Adult Degree Program
	Attend faculty meetings
	Serve on faculty committees
	Serve on Adult Degree Program Committee
Program:	Serve as academic counselor for 35-40 students
	Assist in organizing and conducting information sessions, orientations, and workshops
	Participate in staff meetings
	Become involved in the development of special programs for Adult Degree Program students in such areas as skill development, life transitions, career decisions, etc.
	Serve as tutor for Adult Degree Program students as appropriate
	Serve as program recruiter as requested by director
Student:	Engage in pre-enrollment advising, including planning of study costs for financial aid
	Verify transfer credit assessments made by director
	Aid student in understanding and implementing program processes and documentation; respond to student requests for information, clarification, forms, etc.
	Aid student in defining educational and possibly career goals, planning program of study, and selecting learning experiences that are appropriate in terms of program and academic credibility (general supervision of students' programs)
	Aid student in identifying appropriate learning resources (tutors, courses) and facilitate connections with tutors if necessary
	See that student receives faculty advising for the major if necessary; assist in setting up such a meeting with the appropriate faculty in that discipline
	Oversee preparation of the degree plan, seeing that it meets the Mary Baldwin College divisional and major requirements; work with the student in assembling and preparing the degree plan for the Adult Degree Program Committee; see that it is an accurate, complete record of the student's program
	Assist in coordination of prior learning credit application and evaluation
	Review learning contracts for accuracy and completeness and monitor the processing of same
	See to proper evaluation of learning contracts with Mary Baldwin College tutors; serve as evaluator/grantor of credit for learning contracts with off-campus resources

APPENDIX E

DEGREE PLAN AND TRANSCRIPT

Copies to: ADP Office
Student
Acad. Counselor
ADP Committee (5)

Mary Baldwin College
Adult Degree Program

PLEASE TYPE

Name: _____ ID. No.: _____

Address: _____ Date of Enrollment: December 1977

_____ Aprox. Graduation Date: May 1981

Phone: _____ Date Degree Plan to be Presented to ADP Committee:

Academic Counselor: _____

Phone Ext.: _____ _____

I. Statement of Educational Purpose:
I entered the job market 12 years ago and while my job has been mentally stimulating, I realize now that I want more out of a career and my life. The pursuit of the Bachelor of Arts degree will allow the intellectual stimulation I need at this point in my life and will provide the appropriate knowledge for career advancement

II. Major Area of Concentration: Business Management

	Titles of Studies Constituting the Major (min. 9 cu)			Source
1.	Office Management	Business 298	1 cu	Prior Learning
2.	Operations Management	Business 398	1 cu	Prior Learning
3.	Financial Accounting	Business 299	1 cu	Mary Baldwin College
4.	Managerial Accounting	Business 299	1 cu	Mary Baldwin College
5.	Computer Hardware and Minicomputer	Computer Science 198	1 cu	Prior Learning
6.	Introduction to Business	Business 199	1 cu	Mary Baldwin College
7.	Business Organization	Business 299	1 cu	Mary Baldwin College
8.	Business Seminar	Business 381	1 cu	Mary Baldwin College
9.	Externship	Business 399	2 cu	Mary Baldwin College
10.	Microeconomics	Economics 199	1 cu	Mary Baldwin College
11.	Macroeconomics	Economics 199	1 cu	Mary Baldwin College
12.	US Economics History	Economics 299	1 cu	Mary Baldwin College
13.	Statistics	Mathematics 003	1 cu	Mary Baldwin College
14.	Introduction to Computers via Timesharing	Computer Science 199	1 cu	Mary Baldwin College
15.				

Title of Final Project: Case Analysis Senior Seminar

Student Signature: _____ Academic Counselor Signature: _____

Date: _____ Date: _____

ADP Committee Approval: _____, Chairperson

Date: _____

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III. ADVANCED STANDING CREDIT (max. 27 cu)

A. Transfer Credit

College	Division	No. of Course Units
University of Virginia		
English	I	2.0
Anthropology	II	2.0
Psychology	III	1.1
		5.1

B. Credit by Examination

Title of Examination	Division	No. of Course Units

C. Credit for Prior Learning

Title of Learning	Division	No. of Course Units
Oral Communications - Communications 198	I	2.0
Interpersonal Communications - Comunications 198	I	2.0
Technical Writing - English 298	I	2.0
Computer Science - Computer Science 198	III	1.0
Office Management - Business 298	IV	1.0
Operations Management - Business 398	IV	1.0
Journalism (Editing) - Journalism 298	IV	3.0
		12.0

Total Advanced Standing Course Units: 17.1

IV. MBC LEARNING CONTRACTS (min. 9 cu)

Title of Study	Division	No. of Course Units	Date Completed	Grade
Principles of Macroeconomics-Economics 199	II	1	June-1978	B
Financial Accounting - Business 299	IV	1	Aug.-1978	B
Managerial Accounting - Business 299	IV	1	Dec.-1978	C
Communication in History - Communication 299	I	1	May-1979	A
Western Civilization Before 1500 - History 299	II	1	May-1979	A
Western Civilization Since 1500 - History 299	II	1	May-1979	A
Introduction to Computers Via Timesharing - Computer Science 199	III	1	Jan.-1979	B
U.S. Economic History - Economics 299	II	1	July-1979	B
Principles of Microeconomics - Economics 199	II	1	Dec.-1979	B
Contemporary England (in England) - History 299	II	1	Aug.-1979	B
A History of England (in England) - History 299	II	1	Aug.-1979	A
Business Organization and Management - Business 299	IV	1	May-1980	B
Introduction to Business - Business 199	IV	1	Aug.-1980	A
Externship-Set up in-house Publication Dept.	IV	2	Nov.-1980	A
English Literary Works-17,18, and 19th. Century - English 199	I	1	Sept.-1980	B
Literature - English 199	I	1	Nov.-1980	A

V. MBC - ON CAMPUS

May Business Seminar - Business 381	IV	1	May-1980	B

VI. MBC - CONTINUING EDUCATION

Basic College Math - Mathematics 001	III	1	Sept.-1979	A
Introduction to Statistics - Mathematics 003	III	1	Jan.-1980	B

Total MBC Learning Contract Course Units: 20.0

Total Course Units for Graduation: 37.1

V. DIVISIONAL DISTRIBUTION

MAJOR BUSINESS MANAGEMENT

Divisional distribution of all learning experiences applied toward the degree (place * by courses applied toward major).

Division I No. of cu's 11	Division II No. of cu's 9	Division III No. of cu's 5	Division IV No. of cu's 12	Division V No. of cu's ____
English (2)	Anthropology (2)	Psychology As A Natural Science	Office Management*	
Oral Communication (2)	Western Civilization Before 1500	Computer Science*	Operations Management*	
Interpersonal Communication (2)	Western Civilization Since 1500	Introduction to Computers Via Timesharing*	Financial Accounting*	
Communication in History	Principles of Microeconomics*	Basic College Math*	Managerial Accounting*	
Technical Writing (2)	Principles of Macroeconomics*	Introduction to Statistics*	Journalism (Editing)* (3)	
English Literary Works-16,17,18 Century	U.S. Economic History*		Introduction to Business*	
English Literature	Contemporary England (in England)		Business Organization*	
	History of England (in England)		May Business Seminar*	
			Externship in Business* (2)	
Total of 25 course units from divisions I, II, III.				

MARY BALDWIN COLLEGE, Staunton, Va. 24401

STUDENT'S PERMANENT RECORD

ENTRANCE RECORD

GRADUATED

MAJOR(S)

DEGREE

Entitled to Honorable Dismissal unless otherwise stated.

This is a true copy of record of student whose name appears above. Not valid without signature and college seal.

Date_____ _____ Registrar

GENERAL EXAM IN MAJOR FIELD(S)

EXEMPTIONS

December 1977 - Entered in Adult Degree Program

Total credit accepted upon entering:

University of Virginia 5.1 c.u.

TOTALS	COURSE UNITS PASS/N.C	COURSE UNITS PHYS ED	COURSE UNITS TOTAL EARNED	COURSE UNITS ATT REG GRADE	GRADE POINTS EARNED	GRADE POINT AVERAGE
TERM(S)						
CUMULATIVE		0.0	5.1			

TERM(S) 1-5 SESSION 77-78

DIV	TERMS	COURSE	NO.	TITLE	GRADE	COURSE UNITS ATTEMPTED REGULAR GRADE	COURSE UNITS EARNED	GRADE POINTS
4	9	BUS	298	PRIOR LEARN CREDIT*	NG	.0	1.0	.0
*	OFFICE MANAGEMENT							
4	9	BUS	398	PRIOR LEARN CREDIT*	NG	.0	1.0	.0
*	OPERATIONS MANAGEMENT							
3	9	CS	198	PRIOR LEARN CREDIT*	NG	.0	1.0	.0
*	COMPUTER HARDWARE MINI COMPUTERS							
1	9	ENG	298	PRIOR LEARN CREDIT*	NG	.0	2.0	.0
*	TECHNICAL WRITING							
4	9	JOUR	298	PRIOR LEARN CREDIT*	NG	.0	3.0	.0
*	EDITING							

TOTALS	COURSE UNITS PASS/N.C	COURSE UNITS PHYS ED	COURSE UNITS TOTAL EARNED	COURSE UNITS ATT REG GRADE	GRADE POINTS EARNED	GRADE POINT AVERAGE
TERM(S)	.0	.0	8.0	.0	.0	.00
CUMULATIVE	.0	.0	13.1	.0	.0	.00

TERM(S) TERMS 1-2 SESSION 78-79

DIV	TERMS	COURSE	NO.	TITLE	GRADE	COURSE UNITS ATTEMPTED REGULAR GRADE	COURSE UNITS EARNED	GRADE POINTS
4	1-2	BUS	299	LEARNING CONTRACT *	C	1.0	1.0	1.0
*	MANAGERIAL ACCOUNTING							
4	1-2	BUS	299	LEARNING CONTRACT *	B	1.0	1.0	2.0
*	FINANCIAL ACCOUNTING							
2	1-2	ECON	299	LEARNING CONTRACT *	B	1.0	1.0	2.0
*	PRIN OF ECONOMICS MICROECONOMICS							

TOTALS	COURSE UNITS PASS/N.C	COURSE UNITS PHYS ED	COURSE UNITS TOTAL EARNED	COURSE UNITS ATT REG GRADE	GRADE POINTS EARNED	GRADE POINT AVERAGE
TERM(S)	.0	.0	3.0	3.0	5.0	1.67
CUMULATIVE	.0	.0	16.1	3.0	5.0	1.67

TERM(S) 3-5 SESSION 78-79

DIV	TERMS	COURSE	NO.	TITLE	GRADE	COURSE UNITS ATTEMPTED REGULAR GRADE	COURSE UNITS EARNED	GRADE POINT
2	345	HIST	199	LEARNING CONTRACT *	A	1.0	1.0	3.
*	WESTERN CIVILIZATION TO 1500							
2	345	HIST	299	LEARNING CONTRACT *	A	1.0	1.0	3.
*	WESTERN CIVILIZATION SINCE 1500							
1	345	SPEE	198	PRIOR LEARN CREDIT*	NG	.0	2.0	.
*	ORAL COMMUNICATIONS							
1	345	SPEE	298	PRIOR LEARN CREDIT*	NG	.0	2.0	.
*	INTERPERSONAL COMMUNICATIONS							
1	345	SPEE	299	LEARNING CONTRACT *	A	1.0	1.0	3.
*	COMMUNICATIONS IN HISTORY							

TOTALS	COURSE UNITS PASS/N.C	COURSE UNITS PHYS ED	COURSE UNITS TOTAL EARNED	COURSE UNITS ATT REG GRADE	GRADE POINTS EARNED	GRADE POINT AVERAGE
TERM(S)	.0	.0	7.0	3.0	9.0	3.00
CUMULATIVE	.0	.0	23.1	6.0	14.0	2.33

TERM(S) TERMS 1-2 SESSION 79-80

DIV	TERMS	COURSE	NO.	TITLE	GRADE	COURSE UNITS ATTEMPTED REGULAR GRADE	COURSE UNITS EARNED	GRADE POINT
3	1-2	CS	199	LEARNING CONTRACT *	B	1.0	1.0	2.
*	INTRODUCTION TO CPMPUTERS VIA TIME SHARING MFG							
2	1-2	ECON	299	LEARNING CONTRACT *	B	1.0	1.0	2.
*	US ECONOMIC HISTORY							
2	1-2	HIST	299	LEARNING CONTRACT *	B	1.0	1.0	2.
*	CONTEMPORARY ENGLAND							
2	1-2	HIST	299	LEARNING CONTRACT *	A	1.0	1.0	3.

00 01/10/80

*	A HISTORY	OF ENGLAND						
3	1-2	MATH	001	BASIC COLLEGE MATH	A	1.0	1.0	3.0

TOTALS	COURSE UNITS				GRADE POINTS EARNED	GRADE POINT AVERAGE
	PASS/NC	PNTS ED	TOTAL EARNED	ATT REG GRADE		
TERM(S)	.0	.0	5.0	5.0	12.0	2.40
CUMULATIVE	.0	.0	28.1	11.0	26.0	2.36

TERM(S) TERMS 3-5 SESSION 79-80

DIV	TERMS	COURSE	NO.	TITLE	GRADE	COURSE UNITS ATTEMPTED REGULAR GRADE	COURSE UNITS EARNED	GRADE POINTS
4	345	BUS	299	LEARNING CONTRACT *	B	1.0	1.0	2.0
*	BUSINESS	ORGANIZATION AND MANAGEMENT						
4	5	BUS	381	SEMINAR	B	1.0	1.0	2.0
2	345	ECON	199	LEARNING CONTRACT *	B	1.0	1.0	2.0
*	PRINCIPLES	OF MICROECONOMICS						
3	3-4	MATH	005	INTRO STATISTICS	B	1.0	1.0	2.0

TOTALS	COURSE UNITS				GRADE POINTS EARNED	GRADE POINT AVERAGE
	PASS/NC	PNTS ED	TOTAL EARNED	ATT REG GRADE		
TERM(S)	.0	.0	4.0	4.0	8.0	2.00
CUMULATIVE	.0	.0	32.1	15.0	34.0	2.27

TERM(S) TERMS 1-2 SESSION 80-81

DIV	TERMS	COURSE	NO.	TITLE	GRADE	COURSE UNITS ATTEMPTED REGULAR GRADE	COURSE UNITS EARNED	GRADE POINTS
4	1-2	BUS	199	LEARNING CONTRACT *	A	1.0	1.0	3.0
*	INTRODUCTION	TO BUSINESS						
4	1-2	BUS	399	LEARNING CONTRACT *	A	2.0	2.0	6.0
*	ESTABLISH	PUBLICATIONS DEPARTMENT						
1	1-2	ENG	199	LEARNING CONTRACT *	B	1.0	1.0	2.0
*	ENG	LITERARY WORKS OF 17 18 19TH CENTURIES						
1	1-2	ENG	199	LEARNING CONTRACT *	A	1.0	1.0	3.0
*	MAJOR	ENGLISH & AMERICAN POETRY						

TOTALS	COURSE UNITS				GRADE POINTS EARNED	GRADE POINT AVERAGE
	PASS/NC	PNTS ED	TOTAL EARNED	ATT REG GRADE		
TERM(S)	.0	.0	5.0	5.0	14.0	2.80
CUMULATIVE	.0	.0	37.1	20.0	48.0	2.40

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ADULT DEGREE PROGRAM
Mary Baldwin College
Staunton, Virginia

Transcript Explanation *

The Adult Degree Program is a nonresidential, individualized bachelor of arts degree program designed to meet the educational needs of adults. The program allows adult learners to tailor their programs of study to meet their own career and life goals and satisfy the institution's degree requirements. The Adult Degree Program is offered through Mary Baldwin College, a four-year liberal arts college which is accredited by the Southern Association of Colleges and Schools and is a member of the American Council on Education, the College Entrance Examination Board, the College Scholarship Service, and the American Association of University Women.

The learning contract method of instruction is used. Learning contracts state the purposes and topics of the study to be undertaken, the method of study and the criteria for evaluation. Contract activities may include course work on the Mary Baldwin campus or other campuses, independent study with Mary Baldwin faculty or off-campus resource persons, special projects or a combination of these activities. Once students complete their contract work, they must demonstrate the achievement of specific learning objectives for evaluation and validation by the college.

Because adults are highly motivated, capable of self-directed learning, and have achieved competencies beyond those of the typical undergraduate student, the college will assess and give credit for college level learning a student has acquired prior to admission to the Adult Degree Program. The student must demonstrate and document prior learning for evaluation by a committee of Mary Baldwin College faculty. Credit is awarded by the faculty committee and reviewed and approved by the Adult Degree Program Committee. No grade (NG) is given for Prior Learning Credit.

Further documentation will be furnished upon request. Notify the Registrar's Office, Mary Baldwin College, Staunton, Virginia 24401.

* Attached to all official transcripts sent from the Registrar

APPENDIX F

OFF-CAMPUS TUTOR INFORMATION

The Adult Degree Program at Mary Baldwin College is a non-residential, individualized bachelor of arts degree program designed to meet the educational needs of adult students. The Program is organized to permit students to work independently at their own pace and at a location which best suits their study plan and life circumstances.

While some Adult Degree Program students choose to study by enrolling in classes at Mary Baldwin or at other accredited institutions, others prefer to work toward their degrees by engaging in independent study with Mary Baldwin faculty tutors or approved off-campus tutors. Under this arrangement, the tutor meets with a student for individualized teaching/learning sessions, supervises and evaluates the student's progress and makes a recommendation for a grade.

Because many Adult Degree Program students who wish to study independently live outside the Staunton area, we are always seeking qualified individuals interested in acting as off-campus tutors.

Your name has been submitted as a possible candidate to serve as an off-campus tutor with Mary Baldwin's Adult Degree Program. Please read the following information concerning the qualifications of off-campus tutors, their role in directing independent study and the payment which they may receive. If you are interested in becoming an off-campus tutor, complete the attached resume and return it to:

Adult Degree Program
Mary Baldwin College
Staunton, Virginia 24401.

Upon approval, we will add your name to our file of off-campus tutors so that our students may contact you. You may work with as many Adult Degree Program students as your schedule permits, and the final decision to work with any student rests entirely with you.

Qualifications

In order for an individual to be approved as an off-campus tutor for Adult Degree Program students, he or she must meet certain qualifications.

For tutoring in an academic discipline, an off-campus tutor

- must have earned an advanced academic degree in the discipline of the proposed learning experience, and
- must have had either college teaching experience or experience organizing, supervising and evaluating college level learning in a non-collegiate setting.

For tutoring in a professional area, or supervising experiential learning, an off-campus tutor

- must have earned an advanced academic degree and/or have had successful professional experience in the area for which he/she will be serving as tutor or supervisor, and
- must have had college teaching experience or experience organizing, supervising and evaluating college level learning in a non-collegiate setting.

For tutoring in the applied arts areas, an off-campus tutor

- must have received formal training (at a recognized professional or trade school, or in an academic setting) in the area of the learning experience, and/or must provide evidence of being an active and productive artist or craftsman, and

– must have had teaching experience, or provide evidence of his/her ability to instruct, supervise and evaluate students in the methods and techniques of his/her art form.

Role of an Off-Campus Tutor

An off-campus tutor will:

– Meet with a student to discuss the student's educational and career goals and to establish the nature and conditions of the independent study.

– Help to design and implement a learning contract which will enable the student to meet his/her learning objectives, and which reflects a learning experience worthy of academic credit.

– Work with the student to determine the specific content and learning objectives, identify appropriate methods of learning and resources to be used, select the kinds of evidence required to demonstrate that the learning objectives have been met (tests, papers, discussion, etc.) and establish the criteria by which that evidence will be evaluated.

– Meet with the student as necessary for teaching sessions.

– Evaluate the student's learning based on the criteria stated in the learning contract, and submit a narrative evaluation and recommendation for a grade to the College indicating the quality of the student's work.

Payment of Off-Campus Tutors

Payment for serving as an off-campus tutor varies according to the individual agreement arranged between the student and the tutor. Some off-campus tutors volunteer their time, others work at an hourly rate and other receive a pre-established fee for the learning experience.

The fee paid to Mary Baldwin College faculty members who serve as tutors for students in independent study are as follows:

– $175 for a **directed study** which involves approximately 15 hours of the tutor's time, including planning, evaluation and tutorial sessions.

– $100 for a **non-directed study** which involves 5-7 hours of the tutor's time, including planning, evaluation and tutorial sessions.

Off-campus tutors may use this payment schedule as a guide. Students submit tutorial fees to Mary Baldwin College which in turn pays the tutors at the beginning of the learning experience. The tutor is employed by the student and not by the college.

APPENDIX G

LEARNING CONTRACTS

The following excerpts from the Learning Contract Handbook indicate the information needed to describe a learning experience.

A. **LEARNING GOALS AND GENERAL DESCRIPTION OF THE ACTIVITY**

This section of the learning contract is written by the student and explains the general nature and subject of the learning experience. The student describes how this experience relates to his/her **degree plan** (will it help provide depth or breadth to the program?), OR to his/her **life plan** (will it help in personal exploration or development?) OR **career plan** (will it help to achieve professional goals?).

This is a very useful part of the learning contract because it requires the student to consider how a particular learning experience or activity contributes to his/her total educational program.

B. SPECIFIC LEARNING OBJECTIVES

Learning objectives are the heart of the learning contract. They are the statements which describe the outcomes of the learning experience, and, for this reason, they should be as **specific** and **complete** as possible.

1. In formulating specific learning objecitves, the student should ask

   What do I want to accomplish during this learning experience?

   AND

   What do I want to be able to do as a result of this learning experience?

2. Once the answers to these questions have been identified, the student writes the specific learning objectives.

   a. **Independent study:** The student works closely with the tutor in determining the specific learning objectives.

      In some cases, the student may be able to identify only a broad area of interest or general outcomes which he/she wants to achieve. The tutor supplies suggestions for specific content and outcomes.

      In other cases, the student may come to the learning experience with very specific objectives and outcomes in mind and the tutor may only review or refine these objectives.

   b. **Courses and other experiences:** Based on a course description, syllabus, introductory material or topics of study, the student writes specific objectives which describe the experience.

      The following is a course description taken from a college catalogue:

      "Principles of Economics: The principles of economics and the bearing of these principles on present American conditions; structural and functional aspects of the economy. Analysis, problems and issues relating to the organization of business, labor and government institutions and their economic stability and growth."

      This description suggests the following specific learning objectives:

      The student will be able to

      - identify the major principles of economics,
      - explain the bearing of these principles on present American conditions,
      - distinguish between functional and structural aspects of the economy, and
      - identify the problems and issues relating to the organization of business, labor and government institutions and recognize their economic stability and growth potential.

3. The following is a list of possible ways to state learning objectives:

   The student will. . .OR
   The student will be able to. . .

define	interpret	apply	categorize	formulate	contrast
distinguish	rearrange	generalize	produce	judge	standardize
acquire	differentiate	relate	constitute	argue	appraise
identify	make	choose	originate	validate	write
recall	draw	develop	modify	assess	
recognize	explain	organize	document	decide	
translate	demonstrate	use	propose	consider	
illustrate	conclude	employ	plan	compare	
prepare	predict	transfer	design	estimate	
read	determine	restructure	specify	infer	
represent	extend	classify	derive	reorder	
change	interpolate	detect	combine	deduce	
restate	extrapolate	discriminate	synthesize	analyze	

C. LEARNING ACTIVITIES: METHODS OF STUDY AND LEARNING RESOURCES

The methods of study and the resources for learning should combine to make it possible to achieve the specific learning objectives. There should be a **direct relationship** between these two sections of the learning contract.

If, for example, an objective is to be able to identify and describe the characteristic behavior of the major stages of child development, then the method of study (reading, observation) and the resources (text on child development, selections from the work of Piaget, laboratory school children) must contribute directly to the accomplishment of that objective.

1. **Method of Study**

   Learning may take place as the result of

   attending classes
   meeting with a tutor
   reading and outlining a text
   reading from a reference list
   preparing a research paper or project
   observation
   practice
   teaching others
   some combination of these or other methods

2. **Learning Resources**

   The student should list all resources that will contribute to his/her learning and the achievement of the specific learning objectives.

   The following is a list of possible kinds of learning resources:

   books, and other written material, films, tapes, recordings, etc.
   people
   events (plays, seminars, etc.)
   places (museums, field trips, etc.)

3. **Independent study:** The student and tutor work together to identify the methods and resources which best suit the student's learning style and the subject matter, and which will result in the achievement of the specific learning objectives.

4. **Courses and other experiences:** The methods of study and learning resources are usually identified through the course requirements or program of study.

D. EVALUATION

The evaluation process and the criteria for evaluation should be clearly established when the learning contract is written. The evaluation procedure should be designed to determine if the specific learning objectives have been satisfactorily met.

1. Who will evaluate the learning contract?

   a. **Independent study with Mary Baldwin faculty as tutors:**

      (1) After the student submits an Evaluation of Learning Contract form with the preliminary information portion completed to the tutor, the tutor writes a narrative evaluation of the student's performance and determines the grade the student will receive.

      (2) The tutor then distributes the completed evaluation form to:
         (a) the Adult Degree Program Office
         (b) the student
         (c) him/herself

b. **Independent study with off-campus tutors:**

(1) After the student submits an Off-Campus Tutor Evaluation of Learning Contract form with the preliminary information portion completed to the off-campus tutor, the tutor writes a narrative evaluation of the student's performance and recommends a grade.

(2) The off-campus tutor distributes the evaluation to:
(a) the student
(b) the student's academic counselor

(3) If the academic counselor has any questions concerning the appropriateness of the narrative evaluation or the grade recommendation, he/she should arrange to meet with the tutor and the student for clarification or revision.

(4) If the evaluation is acceptable to the academic counselor, he/she will award the final grade, sign the evaluation form, and send a copy to the Adult Degree Program Office.

c. **Courses:** The instructor of the course evaluates the student's performance; however, the student's academic counselor is responsible for final evaluation.

(1) The student completes the preliminary information portion of the Evaluation of Learning Contract form and gives the form to his/her academic counselor.

(2) The student submits the grade card from the course to his/her academic counselor.

(3) The academic counselor writes a brief statement indicating that the student has successfully fulfilled all the requirements for the course, and enters the grade on the Evaluation of Learning Contract form.

(4) The academic counselor distributes copies of the evaluation form to:
(a) the Adult Degree Program Office
(b) the student
(c) him/herself

d. **Correspondence courses and other experiences:**

(1) The student completes the preliminary information portion of the Evaluation of Learning Contract form and gives the form to his/her academic counselor.

(2) The student submits all grades, tests, grade reports or other evaluation materials to his/her academic counselor.

(3) The academic counselor writes a brief narrative evaluation indicating that the student has fulfilled the necessary requirements and enters a final grade on the Evaluation of Learning Contract form.

(4) The academic counselor distributes copies of the evaluation form to the Adult Degree Program Office, and to the student and retains a copy for his/her own files.

2. How will the learning contract outcomes be evaluated?

a. **Independent study:** The student and the tutor determine the nature of the evidence that will be presented to demonstrate that the learning objectives have been met. This may take the form of tests, essays, journals or logs, reports or presentations, discussions, demonstrations, products, etc.

The tutor explains the level of accomplishment required for the assignment of a letter grade. When possible, this should be stated in detail on the contract.

b. **Courses and other experiences:** The student fulfills the requirements of the course as stated by the instructor or the course syllabus, or he/she fulfills the requirements stated in the learning package.

Sample

Mary Baldwin College | LEARNING CONTRACT | Adult Degree Program

Students must send TYPED copies to: ☐ ADP Office ☐ Academic Counselor ☐ Tutor ☐ Student

Name: _____
Address: _____

Telephone: _____
Tutor: _____
Address: Mary Baldwin College
Staunton, Va. 24401

Telephone: 703-885-0811

I.D. Number _____
Contract Beginning Date: _____
Contract Completion Date: August 1980
Term in which credit is to be recorded: Spring
Academic Counselor: _____
Check One:
_____ Directed Study
X Non-directed Study
_____ Off-campus Study

I. Title of Learning Contract: Division I Discipline Art

Level (check one): _____ 199 _____ 299 X 399 Course Units 2.0

Exact Title of this Learning Experience (for transcript) Research in Graphic Arts Management

II. Learning Goals and General Description of Activity

This course will serve to complete the requirements for a major in Arts Management. The intent of the learning experience is two-fold: (1) to acquaint the student with writings of theorists and practitioners in the field of graphic arts management, and (2) to give the student an opportunity to learn how to pursue independent research in this area.

III. Specific Learning Objectives (specify learning outcomes in detail):

1. To pursue intensive study in selected areas of graphic arts management.
2. To gain insight into the problems particular to scientific and research organizations in the operation and management of a graphic arts group.
3. To improve the student's managerial capabilities by application of the knowledge and experiences gained by others in the same or related fields to her current work setting.
4. To improve the student's analytical skills and writing ability.
5. To set up an efficiently organized reference file, based on the student's research, on topics relevant to graphic arts management in the scientific and research setting. This file will be used (1) to train new employees, to aid in expanding the knowledge of older employees, and to research questions that arise in everyday work situations; and (2) as a basis for a book and miscellaneous technical articles on setting up, maintaining, and improving an illustration/photographic/printing department in a scientific or research oriented organization.

IV. Learning Activities (describe methods of study - list resources to be used):

1. Prepare a basic list of subjects relevant to graphic arts management in the scientific and research setting.

2. Perform a survey of instructional publications in the field. Identify publications relevant to graphic arts in the scientific and research setting.
3. Contact others active in this field and ask for recommendations about publications and miscellaneous literature.
4. Set up a computer "listing" program, which can be expanded as needed, to maintain references by author and subject.
5. Obtain copies of publications and articles when possible by direct purchase, through requests to authors, and by copying where necessary when not in violation of copyright laws.
6. Research methods for setting up a useful, simple to use, inexpensively maintained filing system, which allows for easy expansion or deletion of current and dated materials. Set up filing system.
7. File publications and articles. Annotate where necessary. Cross-reference files if more than one topic is covered.
8. Set up books by subject.
9. Identify subjects about which not much information is available.

V. Evaluation:

Who will evaluate Learning Contract? (Tutor - MBC Faculty Member)

When will Learning Contract be evaluated? Spring 1980

How will learning outcomes be evaluated? (be specific):

Tutor will evaluate the learning experience based on content, depth, and quality of preparation.

Grading Option (check One): _____ P/NC ___X___ Letter Grade

VI. Signatures:

Student: _____ Academic Counselor: _____

Date: _____ Date: _____

Tutor: _____

Date: _____

FOR ADP OFFICE USE (for contracts describing courses taken at institutions other than MBC). According to the ACE/CPA, the above named institution is fully accredited.

Signature: _____

Date: _____

Tutor must send typed copies to:
ADP Office
Acad. Counselor
Student
Tutor

Sample

EVALUATION OF LEARNING CONTRACT

Mary Baldwin College
Adult Degree Program

Student's Name: _____ I.D. Number: _____

Division: I Discipline: Art Level of Study: 199, 299, (399) (circle one)

Title of Learning Contract: Research in Graphic Arts Management

Tutor (Evaluator) _____ No. of Course Units: 2.0

Address: Mary Baldwin College Contract Completion Date: August 1980

Staunton, Va 24401 Term in Which Credit is to be Recorded: Spring

Phone: 703-885-0811, ext. 394 Grade: A

Narrative evaluation of student's learning activity:

The task of evaluating the completely professional and eminently useful work that the student has presented in fulfillment of this learning contract has a humbling effect on the tutor-evaluator. The student's authority in the field of graphic arts management has been amply demonstrated by her successful organization and development of the National Radio Astronomy Observatory's Graphic Art Department which she has directed for a number of years. The evaluator, a teacher of graphic arts with little professional experience, cannot pretend to her authority in the field of graphic arts management. Her impeccably organized and well-written reports, or "notes," and the extensive bibliographies that she has presented would comprise a small book. This work speaks for itself through its scope, its balance, its thoroughness of indication, and its editorial and typographical perfection. The principal report: "Notes on Reference File," is a model of the succinct but thorough technical explanation. It states problems and solutions with complete clarity as it deals with the subject of organizing a library to serve the many varied and often complicated needs of the specialized technical and scientific institution. The master bibliography is set up under twenty-eight very carefully chosen subjects and it counts altogether one hundred and sixty entries. In addition she has included with this work a three-page annotated listing of publishers in the graphic field with their mailing addresses, another index of twenty-nine specialized periodicals, plus a roster of the four professional graphics annuals, and even a directory of the book clubs distributing specialized publications in graphics. The "Notes on Bibliography," "Notes on Book Clubs," "Notes on Annuals," "Notes on Periodicals," and "Notes on Publishers of Periodicals" make those patiently and thoroughly researched listings all the more valuable from a strictly practical point of view. That has been the underlying purpose of this very successful undertaking.

Signature of Tutor (Evaluator): _____ Date: _____

Revised 8-1-78

APPENDIX H

TUITION AND FEES

Entering Students

Application Fee $ 20.00 — to be submitted with application form

Annual Tuition $850.00 — payable on the date of Orientation. Payment must be made or student may not enroll in courses or learning contracts.

Billing After First Full Year

After the first full year of enrollment, students will be billed on a 6 month basis. The bill is due upon receipt and payment should be sent to the Business Office. If less than 6 months is required to complete degree requirements, payment may be made for 3 months (¼ of year). No payments or refunds will be made for less than the 3 month period.

Refund Policy

Refunds will only be granted upon receipt of written notice to the Director of the Adult Degree Program from the student. The date on which written notice is received by the college will be considered as date of withdrawal. All financial obligations to funding agencies such as BEOG, CSAP, or VELA will be paid by the Business Office before the student refund is made.

Additional Fees

CLEP	$20.00 per test
Prior Learning Credit	$50.00 minimum evaluation fee for each portfolio
Courses	
Daytime Courses (at Mary Baldwin College)	$217 per course unit*
Continuing Education (Night Courses)	$145 per course unit
Other Institutions	Variable cost depending on the institutions' fees
Independent Study Tutorials	
Directed Independent Study Tutorial (15 hours of contact time)	$175
Non-directed Independent Study Tutorial (7½ hours of contact time)	$100
Graduation Fee	$ 35

*Because Adult Degree Program students pay a general tuition, the standard per course unit fee is reduced by one-half.

Sample Programs for 12 Month Period

These are not typical programs of study; they are given as examples only.

Student taking 6 course units:

Tuition	$850
Books and Supplies	$200
2 Independent Tutorials	$275
2 Courses at Mary Baldwin College	$434
1 Off-campus Course	$150
1 Correspondence Course	$125
Total	$2,034

Student taking 12 course units:

Tuition	$850
Books and Supplies	$350
4 Independent Tutorials	$550
3 Courses at Mary Baldwin College	$651
1 Prior Learning Credit Portfolio — 3 course units	$ 50
2 Off-campus Courses	$100
Total	$2,551

ADULT DEGREE PROGRAM

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